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ABSTRACT

Intended for guidance and special education professionals, the handbook provides guidelines for teaching job application, interview, and daily living skills. Outlined steps cover 25 areas which include the following: locating jobs, information about employer, interviewing for a job, grooming and appearance, reporting to work, asking for help, and avoiding idleness. Appended are information on five resources and a listing of questions most frequently asked by employers. (SBH)

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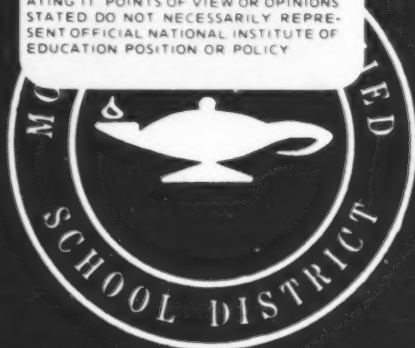
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Pupil and Community Services

Guidance and Special Education

PROJECT CONFIDENCE

Teacher Handbook

2

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Teacher Manual: Part I

SKILL ACQUISITION:

1.0 Locating Jobs

1.1 Students will acquire skill in finding basic information related to job(s) in which they are interested.

1.2 Students will acquire skill in knowing requirements of job(s) in which they are interested.

Job Application Skills

ACQUISITION ACTIVITIES:

- 1.1-1 Have students find out as much information as possible about the job(s) in which they are interested. Use information from Career Center and classified ads from newspapers.

Suggested information:

- A. Name of company or business
- B. Type of job — proper title
- C. Requirements of job

- 1.1-2 Have students record information about job on 3x5 card. Make a new card for each job of interest. Each student keeps his set of cards to review.

- 1.1-3 Assign students to research one new job of interest each week. Have them record information on a chart, in a notebook, or on cards. Find as many jobs of interest as can throughout year.

- 1.1-4 Help students complete pages 32-35 in *Teenagers Prepare for Work* (listed in Bibliography).

- 1.2-1 Have students complete page 36 in skill text, *Teenagers Prepare for Work*. This is a good resource for researching possible basic job requirements.

- 1.2-2 Interview parents, brothers, sisters, relatives and friends. Put information on a 3x5 pre-printed card.

Sample questions on form:

Name of person interviewed

Place of employment

Address

Job Title

How did person get job?

What were the beginning qualifications?

Teacher Manual: Part I

SKILL ACQUISITION:

2.0 Information About Employer:

2.1 Students will acquire skill in knowing important information about employer —

- A. Name
- B. Address
- C. Telephone number
- D. Location of company

Job Application Skills

ACQUISITION ACTIVITIES:

2.1-1 Using brief outline form, fill out card with employer information. Practice reviewing such information. (Could use fictitious information to start — then follow up by having students find accurate information based on real job opening.)

2.1-2 Using Yellow Pages of phone book, or classified ads, have students list on board the names of several companies and their addresses. Practice location skills with students by having them locate general area where listed businesses are found by using large street map of area.

Obtain bus route maps from local public transportation office. Have students select a company they would like to work for and find location on map. Then — using bus route charts, help them plan most efficient route from —

A. School to business location

B. Home to business location

2.1-3 Following activity above, do same for driving to job.

Teacher Manual: Part I

SKILL ACQUISITION:

3.0 Personal Information Card

3.1 Students will develop awareness of the personal information needed to fill out job application.

3.2 Students will acquire skills in the development of a personal information card to carry with him.

Job Application Skills

ACQUISITION ACTIVITIES:

- 3.1-1 Help students fill out the job application forms in "Job Form Skills Text". After completing text, help students to find those questions most frequently asked, then have each one develop a personal data form to include important information. Suggested information, which students should be aware of:

Name — first, middle, last
(accurate spelling)

Date of birth — month, day, year

Address — number, street, city, zip, county, state

Phone number — (area code) number

Father's name

Mother's maiden name

Step-parent's name — (if any)

Foster's parent's name — (if any)

Social Security number

Schools attended — high school
junior high
elementary

Credit references — 2 with name and address

Personal references — 2 with name and address

- 3.1-2 Collect applications from Sears', Penney's, banks and as students fill out the applications, compile a folder for each student.

- 3.2-1 Have each student use his personal data form to develop a wallet-sized card containing his personal data. Cards can be used for frequent review as well as reminders.

Teacher Manual: Part I

SKILL ACQUISITION:

4.0 Use of phone as a job related skill

4.1 Students develop awareness of basic phone skills, as they relate to the job interview.

- A. Phoning for interview appointment
- B. Number to call if an emergency occurs.
- C. Who to contact in case student will be late for interview.
- D. Obtaining directions by phone
- E. Basic phone courtesy

Job Application Skills

ACQUISITION ACTIVITIES:

- 4.1-1 Contact local phone company and request a representative to make class presentation on proper use of phone.
- 4.1-2 Develop chart with students listing the kinds of information they will need in contacting employers. (Suggestions are given under Skill Acquisition 6.1). Others may be added to list throughout the year.
- 4.1-3 Develop simple phone scripts which can be used by students for practice. Scripts can be put on cards and practice can be done in pairs or small groups with the teacher.
- 4.1-4 Request practice phone set from local phone company for class use in practicing phone skills. Have students work in groups of two, placing calls and answering phone.

Teacher Manual: Part II

SKILL ACQUISITION:

5.0 Interviewing for job

- 5.1 During interview situation, students will demonstrate use of interview skills acquired.

Interview Skills

ACQUISITION ACTIVITIES:

- 5.1-1 Use interview materials from Career Center. Review major interviewing activities with students. Develop checklist together to serve as a reminder.
- 5.1-2 Contact outside employer, career center staff member, or faculty member and schedule time for him/her to conduct individual mock interviews with students. Prior to interview, have student select job he'd like to interview for and record it on a card with his name. If possible, find out base pay for the job. Using the "List of Questions Most Frequently Asked by Employers" (sample in Appendix), select 4-5 questions to be used in mock interview. Tape interviews, allow students opportunity to evaluate their own tapes. Always try to emphasize positive over negative.

Teacher Manual: Part II

SKILL ACQUISITION:

6.0 Greeting Employer

- 6.1 Students will develop skill in introducing themselves to another person (employer).

Interview Skills

ACQUISITION ACTIVITIES:

6.1-1 Using demonstration techniques, video tape an introduction showing:

- a) Use of proper name of other party
- b) Use of appropriate introductory phrase
- c) Use of own name
- d) Use of handshake

Example: Employer: "Hello, my name is Mr. Jones."

Student: "Hello, Mr. Jones, I am Juan Martinez (offer handshake). I'm pleased to meet you."

6.1-2 Have students practice basic introduction skills by role playing with one person as employer, one as employee, reversing roles every few minutes. Have students practice skill until they feel comfortable with basic introduction format.

6.1-3 Additional introduction demonstrations using VTR might include:

- A. Introducing friend to friend, (may not include handshake).
- B. Introducing parent to friend, friend to parent.
- C. Introducing teacher to parent, etc.

Always include practice sessions following demonstration.

Teacher Manual: Part II

SKILL ACQUISITION:

7.0 Giving Employer Information — Answering Questions

- 7.1 Students will develop awareness of the kinds of information they should be prepared to give an employer.

8.0 Getting Information From Employer — Asking Questions

- 8.1 Students will develop awareness of the kinds of questions they may want to ask employers.

Interview Skills

ACQUISITION ACTIVITIES:

7.1-1 Divide the questions from "Job Forms Skills Text" and "Most Frequently Asked Interview Questions" (sample in Appendix) into clusters. Discuss clusters with students and define unfamiliar words and phrases.

7.1-2 Develop a set of 3x5 cards containing one question each. Have students divide into sets of two and practice asking/answering these questions. Use "Job Forms Skills Text" and the list of "Most Asked Interview Questions."

8.1-1 Help students develop a list of questions they may want to ask an employer, using skill texts and other sources. Suggestions:

What will be my working hours?

What are the wages for this job?

Do I need special clothes or a uniform?

What is the length of time allowed for breaks and lunch/dinner?

How can I be a good employee?

Questions should be as realistic as possible. Various jobs may change questions slightly.

8.1-2 Have students divide into sets of two, one person playing role of employer and the other the employee. Have students practice roles, then reverse roles and repeat.

8.1-3 VTR may be made of the Activity 5.1-2 and then have sets view their own tapes and evaluate them, with teacher help.

Teacher Manual: Part II

SKILL ACQUISITION:

9.0 Concluding an Interview

- 9.1 Students will acquire skill in appropriate way to conclude an interview.

10.0 Non-verbal Communication — Body Language

- 10.1 Students will develop awareness of the variety of ways to communicate non-verbally, i.e.

- A. Facial expressions
- B. Body mannerisms
 - 1. Position of arms
 - 2. Position of legs
 - 3. Tilt of head
 - 4. Use of hands
 - 5. Standing positions
 - 6. Sitting positions
 - 7. Manner of walking

Interview Skills

ACQUISITION ACTIVITIES:

9.1-1 Using Activity 10.1-1 as an example, video tape a demonstration segment in ways to conclude an interview. Segment should include:

A. Thanking employer by name for his or her time and consideration.

B. Use of concluding handshake.

Example: Student: "Thank you, Mr. Jones, for your time and the interview opportunity." (offer handshake)

Mr. Jones: "You're welcome, Juan. It was my pleasure. We'll notify you of our decision."

Student: "Good-bye."

Mr. Jones: "Good-bye, Juan."

10.1-1 Conduct initial lesson with group as to the meaning of non-verbal communication, i.e. ways to communicate without talking. With students' help, list as many kinds of **feelings** as they can think of on the board. From list, record each feeling on a 3x5 card. Demonstrate to class how one might show **anger** by a facial expression or body movement. Using the 3x5 cards, have class members work in small groups developing ways to demonstrate the various feelings, using only facial expressions or body mannerisms.

10.1-2 Collect magazines such as *Life*, *Glamour*, *National Geographic*. Cut out pictures that demonstrate facial expressions or body language. *Examples:* pain, disbelief, pleasure, hate, love, anger, etc. Divide into groups and make group collages of the expressions. Post collages around room with appropriate titles.

Teacher Manual: Part II

SKILL ACQUISITION:

Interview Skills

ACQUISITION ACTIVITIES:

10.1-3 Make arrangements with the drama teacher for your class to watch a few sessions, when he is teaching "emotion." As a follow-up, have students practice same ideas in class.

10.1-4 Collect enough mirrors so that each class member will have one to use. Using mirrors, have students practice a variety of facial expressions and watch themselves to see how others see them.

10.1-5 Using VTR, film a short portion of a regular class session, recording as many students as possible. Re-play tape and have students evaluate the number of positive facial expressions and body mannerisms they see.

10.1-6 Show film, "Person to Person", then conduct class discussion on the various non-verbal communication activities seen, as they relate to on-the-job behavior.

10.1-7 On cards, briefly write out a set of situations where feelings are shown and have students act out — like charades. Situations might involve 1 to 3 people and rest of group can be used as an audience to guess what is happening.

Example: Employee arrives late to work and finds boss angrily waiting for him.

10.1-8 Demonstrate the proper way to sit down and stand up. Have students practice. Refer to "Guide to Beauty, Charm, Poise." Make a series of 35mm slides demonstrating the correct way and incorrect way of sitting, standing, etc.

Teacher Manual: Part II

SKILL ACQUISITION:

11.0 Verbal Communication

- 11.1 Students will develop skill in recognizing the importance of **verbal tone** in communication with others, i.e. "How you say something is often more important than what you say."

Interview Skills

ACQUISITION ACTIVITIES:

- 11.1-1 Discuss idea with students that verbal tone (tone of voice) is an important factor in communicating with other people. Prepare a series of short phrases, (3 or 4) and read each one to class using a variety of "tones." Have class decide which ones "sound" better to them. Have students practice the best tone.
- 11.1-2 Record some common phrases used by students, parents, teachers, employers on audio-tape demonstrating two or more ways to say the phrase. Have students listen and decide which "tone quality" is more pleasant, leaves a better feeling, etc. Have students say the phrases with good tone quality.
- 11.1-3 Set up tape recorder in class. Tell students they will be involved in a communication experiment. Turn recorder on and have class members spend 5-10 minutes discussing a topic of general interest. Try to get everyone involved. At the end of the time period, shut recorder off. Seat class members in a circle or at least in close proximity to recorder so all can hear. Play back tape and have students see if they can identify their own voice and discuss what they hear, in terms of voice quality and tone. Reinforce positive qualities. Encourage students to share their feelings about what they hear.

Teacher Manual Part II

SKILL ACQUISITION:

- 11.2 Students will be aware of the importance of voice tone and manner in answering questions.

Interview Skills

ACQUISITION ACTIVITIES:

11.2-1 With class as a whole, or in small groups, discuss with students the importance of voice tone and manner in answering question. Demonstrate for group a variety of ways to answer questions, i.e.

- the angry answer
- the "off-hand" or "smart-mouth" answer
- the un-sure answer — "hazy"
- the "uninterested" answer
- the "out to get what I can" answer
- the interested answer
- the "willing to work hard" answer

Exaggerate tone, positive and negative, to show differences.

11.2-2 Video tape students answering questions emphasizing tone of voice and manner. Use for practice and review.

11.2-3 Conduct tape evaluation/discussions concentrating on —

- a) What questions were covered?
- b) Did answers give information asked for?
- c) Did answers give best impression?

11.2-4 Develop a series of 3x5 cards using the "Questions Most Frequently Asked by Employers" list. Place question on one side of card and suggested positive response on other side. *Example:*

Question: Why are you interested in working here?

Answer: I need a job and I'm willing to work hard. I hope to be able to help your company make money while I support myself.

Teacher Manual: Part II

SKILL ACQUISITION:

11.3 Students will be aware of the importance of voice tone and manner in asking questions of employer.

12.0 Grooming

12.1 Students will acquire skill in dressing in a manner appropriate to the job for which they have applied.

Interview Skills

ACQUISITION ACTIVITIES:

- 11.3-1 Use techniques similar to those on Activities 4.2-1 and 4.2-2 adapted to asking questions emphasizing positive tone quality and manner.
- 12.1-1 Students should know which job they are applying for. **Emphasize** if a job calls for casual clothes on the job, wear casual clothes to the interview; but if a job calls for a suit, wear a suit to the interview. Students should look at pictures and slides of employees on the actual job. Have student write down what the person was wearing. Students should then discuss the various attires as to their appropriateness for the job shown.
- 12.1-2 Develop checklist for grooming with students and discuss. (Sample below).
- A. Bathed
 - B. Clean hair — combed, out of face, appropriate length for boys.
 - C. Clothes — a good fit, not too tight or loose, a proper neckline and length.
 - D. Shoes — no beach sandals, wear stockings
 - E. Carry only a handbag — no packages.
 - F. Be coordinated
- 12.1-3 Have students cut up old sewing pattern book to coordinate outfits that are proper for interviews.
- 12.1-4 Demonstrate and discuss correct make-up techniques.
- 12.1-5 Have students bring in make-up from home and practice correct techniques.
- 12.1-6 Demonstrate and discuss how to wash and set hair.
- 12.1-7 Bring in different kinds and brands of deodorants and mouthwashes. Discuss.

Teacher Manual: Part III

SKILL ACQUISITION:

13.0 Basic Cleanliness Standards

13.1 Students will acquire skill in maintaining basic cleanliness standards, in dress and body maintenance.

- 1) Clothes clean
- 2) Clothes pressed
- 3) Bath/Shower daily
- 4) Deodorant
- 5) Hair clean
- 6) Hair combed
- 7) Nails and hands clean
- 8) Shoes polished

Good Start Skills

ACQUISITION ACTIVITIES:

- 13.1-1 Discuss and demonstrate laundering of clothes. Point out special fabrics, color, etc.
- 13.1-2 Have students run the washer and dryer.
- 13.1-3 Have students iron clothes that have been brought in or purchased at Goodwill. Boys should especially iron shirts properly.
- 13.1-4 Ask a local beauty operator to come and demonstrate a wash, set and cut.
- 13.1-5 Have students use the Yellow Pages to find the address and telephone number of the nearest beauty college, then take a walking field trip. Point out difference in rates between a shop and a school.
- 13.1-6 Demonstrate how to give a manicure. Have students give their own manicures.
- 13.1-7 Use Yellow Pages to find out location and telephone number of nearest shoe repair shop. Ask 1 or 2 students to bring in a price list.
- 13.1-8 Have the students use the classroom shoe shine kit to practice polishing shoes.

Teacher Manual: Part III

SKILL ACQUISITION:

14.0 Proper Dress — Grooming

14.1 Students will be aware of the appropriate dress or uniform for job.

14.2 Students will develop awareness of the importance of a good appearance when on the job.

Good Start Skills

ACQUISITION ACTIVITIES:

- 14.1-1 Check with employer to know what dress is required or suggested for jobs of interest to students. Using magazines, have students develop posters designed to show proper dress for each job selected. Label and post in room.

- 14.2-1 Students in diads face each other and study each other's appearance. They then turn back-to-back and rearrange two items they are wearing; (i.e. button or unbutton a button; change a ring to another finger; untie a shoe, etc.). Facing each other again, they look for and comment on the changes. (This can be used as a game activity with points given for each item found changed.)

- 14.2-2 Develop with students an "Appearance Checklist." Post checklist in class. Have each student keep a record of his own personal appearance and review with the teacher or another student, who verifies the check.

- 14.2-3 Keep mirror available in class with "good grooming" hints posted nearby. Encourage students to check appearance from time to time.

Teacher Manual: Part III

SKILL ACQUISITION:

15.0 Getting to Job

15.1 Students will acquire skill in knowing how to get to a job on time using:

- A. bus
- B. car
- C. walking
- D. alternate routes

16.0 Reporting to Work — Punctuality

16.1 Students will develop skill in knowing:

- A. Who to report to upon arrival at job site.
- B. Where/how/when to punch time clock.

16.2 Students will acquire skill in reporting to work on time.

Good Start Skills

ACQUISITION ACTIVITES:

- 15.1-1 Develop a sequence of directions to direct students from one location to another. Give directions orally to students. (May have them record directions.) Students then repeat directions to teacher, and then practice following them as accurately as possible. Similar activities may be developed for students to do in small groups or pairs.
- 15.1-2 Obtain street maps and bus route maps from gas stations and public transportation agency. Have students use maps to trace the best route from their home to job site. For emergency use, have students plan out at least one alternate route to job site.
- 16.1-1 Obtain a set of time cards so that each student will have one. Set a central location in room for storage of cards, or make pocket chart for wall, where each card can be placed at end of day. Upon arrival at class, have each student record the exact time he "punched" in and out that day. May assign one student to be the "boss" monitoring late arrivals, etc. May want to compute work (school) hours into money and total amount made or lost due to lateness over a period of time (two or three weeks).
- 16.2-1 Have each student select a specific time and place to meet another student. Student makes statement such as, "I will be at the library to meet you at 2:30 p.m." The cooperating student waits at the destination and notes the time of his/her partner's arrival. Successes are then reported to class. (This activity may need to be revised depending on ability of students involved.)

Teacher Manual: Part III

SKILL ACQUISITION:

17.0 Timing: Arrival/Breaks/Lunch

17.1 Student will develop skill in knowing:

- A. Time of expected arrival
- B. Amount of time allowed for lunch and breaks.

18.0 Reporting to Work Station and Facilities

18.1 Students will develop an awareness of work station location.

18.2 Students will acquire knowledge as to location of work facilities.

- A. restrooms
- B. lounge or coffee room
- C. lunch room or areas

Good Start Skills

ACQUISITION ACTIVITIES:

- 17.1-1 Select 1 or 2 places in the community that a student might want to go. Tell the students that they must arrive at a certain time. Ask the student to figure the time of departure from their home. Figure the time for walking, traveling by car or by bus.
- 17.1-2 Discuss the amount of time an employee might have for lunch and how long it would take to bring a lunch vs. eating at a short-order stand, vs. a restaurant.
- 17.1-3 Develop an activity to make the student more aware of time.
- 18.1-1 Set up work stations in the classroom. Assign students for a specific time.
- 18.2-1 Give each student a map of the school. Locate restrooms, lounges, cafeteria. Ask each student to find these areas. Use students as guides for new students.

Teacher Manual: Part III

SKILL ACQUISITION:

19.0 Calling in When Absent

- 19.1 Students will acquire skill of calling in when they will be absent or late to work.

20.0 Listening Skills — Following Directions

- 20.1 Students will acquire skill in listening carefully and following directions.

Good Start Skills

ACQUISITION ACTIVITIES:

- 19.1-1 Develop with students an "Absence Reporting Procedure" for use when they will be late or absent to work. Keep it simple. Have students review procedure and quiz each other.
- 19.1-2 To reinforce reporting absence, work with students to develop an "Absence Reporting Procedure" when they are going to be absent from school — i.e. call in and notify teacher. Give points to those who remember to do so.
- 20.1-1 Assign students to various places to observe an activity or interview a person. Have the students then share their experience with the group, giving name and some characteristics of what they saw or heard. Practice recall with speakers, visitors, etc.
- 20.1-2 Student selects an activity with which he/she is totally familiar. Student gives directions for small part of activity to another student. Second student tries to follow directions. Discussion follows centered on how well directions were given and received.

Teacher Manual: Part III

SKILL ACQUISITION:

21.0 Asking For Help When Needed

21.1 Students will acquire skill in asking for help when needed:

- A. Accepting fact that a problem exists.
- B. Deciding what is needed: information, demonstration, direction, etc.
- C. Forming question to express need.
- D. Listen to response and repeat.

22.0 Completing Assigned Tasks

22.1 Students will acquire skill in completing tasks, including:

- A. preparation for task
- B. completion of task
- C. clean-up after task

22.2 Students will acquire skill in recognizing the feeling attached to completing a task.

Good Start Skills

ACQUISITION ACTIVITIES:

21.1-1 Divide the group into Group 1 and Group 2. Teach each group a different skill, then assign a task to Group 1 that requires the skill that Group 2 has. Group 1 must ask for help from Group 2. Reverse. Skill and task are to be developed by the teacher.

22.1-1 To motivate students toward development or task completion skills, students keep a record of tasks they do in class and date they are completed. Rewards, in the form of points or privileges, are then given in recognition of their efforts.

22.1-2 Teacher presents series of short lessons designed to give students a series of steps to follow. When completed, a check-in system verifies the task completion. Teacher reinforces and helps clarify the task completion process.

22.2-1 Have each student describe an experience outlining a task he has completed. Ask him to share the feeling he had when the task was completed; i.e. proud, relieved, glad, etc.

Teacher Manual: Part III

SKILL ACQUISITION:

23.0 Avoiding Idleness

23.1 Students will acquire skill in knowing how to avoid idleness.

24.0 Name Recall

24.1 Students will acquire skill in name recall.

Good Start Skills

ACQUISITION ACTIVITIES:

- 23.1-1 What to do when done? **Discuss** the concept of keeping busy, **point out** to the students that, at times, the employer will have 2 or 3 jobs lined up for the employee to do, but sometimes the employer won't. The employee must then ask what the boss wants done next. If he can't ask the boss, he must still keep busy . . . Give an assignment to the students and do not tell them what to do next. They must then choose an activity that is appropriate — use proper positive reinforcement for choices.
- 24.1-1 Ask fellow faculty member to lend you several students. Have new students visit your class and ask your students to listen to the newcomers names and find some clue that will help them remember new student's name, (i.e. style of hair, wearing glasses, etc.). Several days later, ask volunteers to return and have class members attempt name recall.
- 24.1-2 Have students put name and names of family members on a card. Switch cards with other class members and attempt to recall names of their family members.
- 24.1-3 Obtain list of faculty members names and classes they teach; i.e. Miss Smith, Typing; Mr. Cook; Woodshop, etc. Post list in class. Have students study list. Design a matching game and have students match name of instructor with class he/she teaches for recall practice.

Teacher Manual: Part III

SKILL ACQUISITION:

25.0 Sociability, Courtesy, Verbal Appropriateness on Job

25.1 Students will acquire skill in the areas of sociability, courtesy, and verbal appropriateness on job.

Good Start Skills

ACQUISITION ACTIVITIES:

25.1-1 Practice in class greeting others by using proper names.

25.1-2 Audio tape 1-3 minute conversations between students. When tape is played back, have students listen for:

- a) kinds of comments made
- b) "feeling tone" of voice
- c) attentiveness

25.1-3 Using VTR, repeat activity above and have students evaluate.

25.1-4 Establish basic courtesy standards with class. Reinforce use of such words as "please", "thank you", "may I", etc. A point system may be used as reinforcement motivation.

25.1-5 Conduct group discussion to discover the kinds of words and phrases that:

- a) would be appropriate for use on the job site
- b) would not be appropriate for use on job site.

Compile list, students may then survey several employers to get their opinions regarding list.

1. **Career Information System**

Hoffman Educational Systems

Regional Office: 4423 Arden Drive

El Monte, CA 91731

Comprehensive multi-media library presenting 300 career titles clustered under fifteen vocational areas. System provides materials for interest assessment, informal review of specific jobs, student worksheets, and an in-depth exploration of most career titles. It also has bilingual component.

2. **Comprehensive Occupational Assessment and Training System (COATS)**

PREP Inc.

1575 Parkway Avenue

Trenton, N.J.

Provides comprehensive assessment program designed to evaluate:

Ability to function in community;

Vocational potential and aptitude;

Suitability for specific occupations;

Attitudes towards work.

3. **Discovery: A Career Education Program**

Scholastic Book Services

A comprehensive program that includes graded readers, cassette tapes and film strips; selection of careers provides excellent variety in wide range of income levels.

Resources

4. **Interpersonal Life Skills Program**

Career Systems

Singer Education Division

Regional Office: 4090 39th Avenue

Oakland, CA 94619

A multi-media program that focuses upon critical interpersonal skills necessary to succeed in work community. Basic concept, ideas explored very consistent with focus of district's materials.

5. **Project Discovery**

Southwest Iowa Learning Resources Center

401 Reed Street

Red Oak, Iowa 51566

Career exploration packages that are grouped by U.S.O.E. Occupational Clusters. Very attractive student workbooks written at appropriate level for handicapped readers. A **must** for review by your faculty!

Appendix

List of questions most frequently asked by employers:

1. Do you possess a valid California Driver's License with a safe driving record?
2. In what type of position are you most interested?
3. What school courses did you like best? Least? Why?
4. What are your ideas on wages?
5. Do you prefer working with others or by yourself?
6. Do you prefer any specific geographic location?
7. Have you had any serious illness or injury?
8. What jobs have you enjoyed the most? The least? Why?
9. What kind of work interests you?
10. In what school activities have you participated? Why? Which did you enjoy the most?
11. What are your favorite vocational plans?
12. How do you spend your spare time? Vacations? What are your hobbies?
13. Are you looking for a permanent or temporary job?
14. What have you learned from some of the jobs you have held?
15. How long do you expect to work?
16. What was your record in the military?
17. Do you prefer routine work?
18. Do you prefer regular hours?
19. What special skills do you have?

Tip — give some thought to answers to these questions prior to your job interview.